



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5000 E. Andrew St., Tucson, AZ 85711

Tucson Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Barbara P. Gonzales
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-5
Web Address : www.TUSD1.org
Phone Number : (520) 584-6700
Fax Number : (520) 584-6701
E-mail : Barbara.Gonzales@TUSD1.org

Mission

The Myers-Ganoung community strives to actively support parents and staff in their endeavors to ensure that every child develops to his/her full academic and personal potential. We believe our responsibility is to identify, define and implement common goals which address the individual academic and personal needs of our students in order to fully prepare each student for a meaningful and productive life.

School / Academic Goals

- ü Improve curriculum and instruction through vertical/horizontal articulation between teachers to build on the prior knowledge/strengths that children bring to school.
- ü Implement the District's Language Arts adoption with fidelity and enthusiasm so that our students will continue to demonstrate increased knowledge of reading as measured by AIMS and other State-mandated assessments.
- ü Continue to implement school-wide Saxon structured, sequential math program to ensure on-going student achievement in math operations/applications as measured through District benchmark assessments, AIMS and other State-mandated assessments.
- ü Improve students' academic writing through continued participation in District writing initiative and collaborative scoring based on the Six Trait Rubric model to ensure student achievement as measured through AIMS and other mandated assessments.

Enrollment

October 1, 2005 School Year Student Enrollment : 555
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 37

Instructional Programs

- ü At-Risk Preschool w/Parent Involvement
- ü 2 Special Education Preschool Classes
- ü 5 Full-day Kindergarten Classes
- ü 4 MD/SC, 3 CCS, 2 Speech/Lang.
- ü School- wide Saxon Math
- ü School-wide Second Step Violence Prevent
- ü Intensive Intervention Program
- ü Response to Intervention (Pilot School)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Our school is responsible for maintaining high academic standards and a safe, orderly environment. Our school strives to model positive actions and responsible choices for our students. It is our responsibility to provide our students with the tools that are necessary for them to become successful members of our educational and neighborhood community.

Parents

Parents play a key role in education by fostering positive attitudes and by stressing the importance of daily attendance. Parents provide encouragement, monitor their child's progress, and maintain open communication with the school. Parents are active partners in the educational process.

Transportation Policy

The transportation policy adopted by our school district is followed.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü LINKS Grant	2003
ü Wright Flight Program	2004
ü Participants in Rodel Foundation Math Program	2005
ü Recipient of Wallace Leadership Grant	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4704	80010	100	99	99	434	443	447	19	11	10	21	20	18	51	54	53	9	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2282	38935	100	99	99	429	444	447	16	9	9	19	20	19	61	57	55	3	14	17
Male	36	2422	40974	100	99	98	439	441	448	22	12	11	22	21	18	42	52	52	14	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	42	2729	34545	100	99	99	431	435	432	19	12	14	24	24	24	50	54	53	7	10	9
Asian/Pacific Islander	NC	111	2068	NC	97	99	NC	472	474	NC	5	4	NC	12	10	NC	54	50	NC	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	11	1370	35142	100	99	99	451	462	465	NA	6	5	18	12	11	64	57	56	18	26	28
Students with Disabilities	14	594	10161	100	94	93	418	415	419	57	30	28	7	27	28	36	37	36	NA	6	8
Students without Disabilities	53	4110	69849	100	100	100	436	446	451	9	8	7	25	19	17	55	57	56	11	16	19
Limited English Proficient Students	23	739	14013	100	98	97	408	410	413	35	27	24	22	35	34	43	35	39	NA	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	54	2469	39029	100	99	98	434	435	432	17	12	14	24	24	25	50	54	52	9	9	9
Non-Economically Disadvantaged	13	2235	40981	100	99	100	431	451	462	31	9	6	8	16	13	54	54	54	8	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4701	79438	100	99	98	435	446	451	19	10	9	30	27	24	46	55	56	4	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2284	38775	100	99	99	433	453	457	23	8	7	19	24	22	52	58	58	6	11	13
Male	36	2417	40560	100	99	97	436	440	446	17	13	12	39	29	25	42	52	54	3	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	42	2723	34297	100	99	98	428	438	434	19	12	14	33	30	31	45	52	50	2	5	5
Asian/Pacific Islander	NC	111	2063	NC	97	99	NC	474	475	NC	4	3	NC	14	15	NC	65	63	NC	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	11	1369	34887	100	99	98	457	465	471	9	5	4	27	18	15	45	62	63	18	15	18
Students with Disabilities	14	585	9588	100	93	88	406	410	416	50	30	30	36	36	32	14	32	34	NA	3	5
Students without Disabilities	53	4116	69850	100	100	100	439	451	456	11	8	7	28	25	23	55	58	59	6	9	12
Limited English Proficient Students	23	734	13856	100	98	96	404	403	407	35	29	27	39	44	43	26	26	29	NA	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	54	2460	38685	100	98	97	434	437	435	17	12	14	35	30	32	43	53	50	6	4	5
Non-Economically Disadvantaged	13	2241	40753	100	99	99	436	456	467	31	8	5	8	23	16	62	57	62	NA	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4706	79971	100	99	99	411	420	423	19	7	8	36	43	41	45	48	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2287	38974	100	99	99	419	432	437	13	5	5	32	36	33	55	57	57	NA	2	4
Male	36	2419	40895	100	99	98	404	408	410	25	9	10	39	50	47	36	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	42	2724	34481	100	99	99	411	416	410	17	7	10	36	46	46	48	46	43	NA	1	1
Asian/Pacific Islander	NC	113	2067	NC	98	99	NC	438	449	NC	6	4	NC	37	28	NC	51	60	NC	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	11	1373	35150	100	99	99	419	430	437	NA	5	5	73	38	35	27	54	56	NA	3	5
Students with Disabilities	14	604	10258	100	96	94	379	373	377	43	22	23	43	55	51	14	23	25	NA	1	1
Students without Disabilities	53	4102	69713	100	99	100	416	426	429	13	5	5	34	41	39	53	52	52	NA	2	3
Limited English Proficient Students	23	741	13985	100	99	97	374	378	382	35	19	18	30	56	54	35	25	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	54	2467	38994	100	99	98	417	414	409	15	8	10	39	47	47	46	45	41	NA	1	1
Non-Economically Disadvantaged	13	2239	40977	100	99	100	385	427	437	38	6	5	23	39	34	38	53	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	4554	80147	100	98	99	457	474	482	27	13	11	21	20	17	39	48	49	13	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2200	39281	100	98	99	464	475	483	27	11	9	13	22	17	40	48	50	20	19	24
Male	40	2352	40780	100	97	98	451	473	482	28	14	12	28	19	17	38	48	48	8	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	45	2529	33494	100	98	99	456	466	466	24	15	15	22	24	23	42	47	49	11	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	--	219	4117	--	95	96	--	447	456	--	25	19	--	31	27	--	37	46	--	7	8
White	17	1383	36122	100	98	99	461	492	501	24	7	5	24	14	10	35	51	50	18	28	35
Students with Disabilities	16	589	10295	100	88	92	403	439	443	75	35	33	13	26	26	13	34	33	NA	6	8
Students without Disabilities	54	3965	69852	100	100	100	469	479	488	13	10	7	24	20	16	46	50	51	17	21	26
Limited English Proficient Students	13	669	12722	100	97	97	410	439	441	54	27	27	38	35	33	8	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	53	2431	38371	100	97	97	457	464	465	25	16	15	23	24	23	42	47	49	11	13	13
Non-Economically Disadvantaged	17	2123	41776	100	98	100	457	485	498	35	9	6	18	16	11	29	49	49	18	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	4563	79686	100	98	98	439	463	470	29	13	11	27	27	24	44	53	57	NA	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2214	39163	100	99	99	446	468	475	23	10	9	23	25	22	53	57	60	NA	8	10
Male	40	2347	40438	100	97	97	434	457	465	33	16	13	30	30	25	38	49	54	NA	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	45	2525	33299	100	98	98	438	454	452	31	16	17	22	32	32	47	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	--	223	4087	--	97	96	--	445	446	--	21	16	--	35	38	--	43	44	--	2	2
White	17	1388	35914	100	99	98	446	482	489	18	6	5	35	19	15	47	63	67	NA	12	14
Students with Disabilities	16	593	9808	100	88	87	389	425	432	81	37	35	19	32	32	NA	28	30	NA	3	3
Students without Disabilities	54	3970	69878	100	100	100	451	468	475	13	9	8	30	27	23	57	57	61	NA	7	9
Limited English Proficient Students	13	666	12594	100	97	96	399	420	422	69	34	34	15	47	45	15	19	21	NA	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	53	2438	38095	100	98	97	440	452	452	28	17	17	28	32	32	43	48	48	NA	3	3
Non-Economically Disadvantaged	17	2125	41591	100	98	99	436	475	486	29	9	6	24	23	16	47	59	65	NA	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	4592	80372	100	99	99	454	474	475	11	4	4	44	31	30	43	64	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	2219	39452	100	99	99	474	485	488	3	3	3	33	22	22	60	72	72	3	2	3
Male	40	2371	40836	100	98	98	437	463	464	18	5	6	53	38	37	30	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	45	2551	33608	100	99	99	454	469	462	11	5	6	42	33	36	44	61	57	2	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	--	224	4128	--	97	97	--	462	464	--	5	4	--	37	39	--	58	56	--	NA	1
White	17	1388	36213	100	99	99	460	486	489	6	2	2	47	26	22	47	69	72	NA	3	3
Students with Disabilities	16	628	10526	100	93	94	379	427	427	38	14	15	63	53	53	NA	32	31	NA	1	1
Students without Disabilities	54	3964	69846	100	100	100	470	480	482	4	3	3	39	27	26	56	69	69	2	2	2
Limited English Proficient Students	13	674	12747	100	98	97	388	426	432	31	14	12	46	51	52	23	34	36	NA	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	53	2454	38521	100	98	98	450	463	461	13	6	6	42	35	38	43	59	55	2	1	1
Non-Economically Disadvantaged	17	2138	41851	100	99	100	464	485	489	6	2	3	53	26	22	41	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4552	79306	100	98	99	493	496	504	24	16	13	20	23	20	48	47	49	9	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2186	38845	100	98	99	487	496	505	26	14	11	18	24	20	50	49	50	6	14	18
Male	46	2365	40383	100	97	98	497	496	504	22	18	14	22	22	19	46	45	47	11	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	45	2530	32673	100	98	99	487	485	487	18	19	18	29	27	25	49	45	46	4	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	22	1420	36234	100	97	99	500	517	523	27	8	6	14	16	13	45	51	52	14	25	28
Students with Disabilities	19	573	10286	100	85	91	467	456	462	63	44	41	11	29	27	21	23	27	5	3	5
Students without Disabilities	61	3979	69020	100	100	100	497	501	510	11	12	9	23	22	18	56	50	52	10	16	21
Limited English Proficient Students	17	593	10291	100	96	96	469	456	458	18	41	38	41	32	34	41	26	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	57	2380	37437	100	98	97	488	484	486	25	20	19	25	26	26	42	45	46	9	9	9
Non-Economically Disadvantaged	23	2172	41869	100	98	100	507	508	521	22	11	7	9	18	14	61	49	51	9	21	27

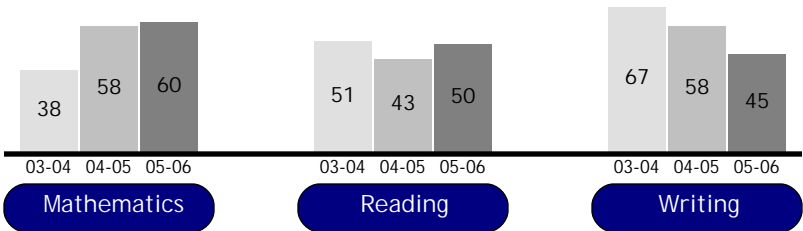
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4596	79000	100	99	98	479	483	489	16	11	10	31	28	24	51	54	58	1	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2204	38774	100	99	99	481	488	494	12	7	7	35	27	22	50	57	61	3	8	10
Male	46	2391	40150	100	98	98	477	479	485	20	14	12	28	28	25	52	53	55	NA	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	45	2553	32508	100	99	98	470	473	472	16	13	15	40	34	33	44	49	49	NA	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	22	1435	36135	100	98	98	497	503	508	14	6	4	23	17	14	59	64	67	5	13	15
Students with Disabilities	19	617	9991	100	91	88	465	442	449	37	38	33	37	37	36	26	24	29	NA	2	2
Students without Disabilities	61	3979	69009	100	100	100	481	489	495	10	7	6	30	26	22	59	59	62	2	8	10
Limited English Proficient Students	17	604	10199	100	97	95	448	439	439	24	34	35	47	47	47	29	18	18	NA	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	57	2403	37234	100	98	97	470	472	472	19	14	15	37	34	33	44	49	50	NA	3	3
Non-Economically Disadvantaged	23	2193	41766	100	99	99	502	495	505	9	8	5	17	21	16	70	60	65	4	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	4607	79611	100	99	99	496	500	496	13	5	7	40	36	37	48	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	2206	39016	100	99	99	512	514	511	9	3	4	35	26	29	56	70	66	NA	1	1
Male	46	2400	40519	100	99	98	483	488	482	15	7	10	43	44	44	41	48	46	NA	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	45	2557	32855	100	99	99	495	495	481	11	6	10	36	39	43	53	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	22	1445	36380	100	99	99	491	510	511	18	4	4	41	29	30	41	66	65	NA	1	1
Students with Disabilities	19	643	10664	100	95	94	454	442	440	42	20	23	37	57	54	21	22	22	NA	1	1
Students without Disabilities	61	3964	68947	100	100	100	503	509	504	3	3	4	41	32	34	56	64	61	NA	0	1
Limited English Proficient Students	17	609	10362	100	98	97	455	448	438	12	17	22	65	58	57	24	25	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	57	2415	37626	100	99	98	490	492	479	16	6	10	40	41	45	44	52	45	NA	0	0
Non-Economically Disadvantaged	23	2192	41985	100	99	100	512	510	511	4	4	4	39	30	30	57	65	65	NA	1	1

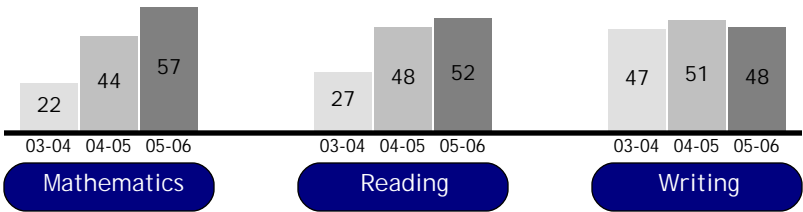
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	38	NA	58	95	21	43	47	98	21	44	46
	Language	89	29	45	50	95	20	42	47	98	24	44	48
	Mathematics	90	40	56	64	95	34	48	50	99	35	50	52
3	Reading	92	35	NA	55	95	32	41	44	85	32	43	46
	Language	92	38	56	61	95	35	40	44	85	34	43	46
	Mathematics	92	34	53	61	95	44	47	51	85	39	48	52
4	Reading	91	30	NA	56	90	33	43	48	90	28	46	52
	Language	94	31	45	52	90	34	44	49	90	32	48	52
	Mathematics	95	40	50	61	90	41	48	53	90	39	52	58
5	Reading	86	37	NA	55	94	37	46	50	89	48	50	56
	Language	91	31	41	49	94	37	46	50	89	39	50	54
	Mathematics	90	42	53	63	94	35	45	49	89	43	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Myers-Ganoung Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Improve Student Achievement
- Ü Student/Parent/Educator Relations
- Ü School Community Building
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	12.90	Teacher Aide	22.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	4	0	0	0
7 to 9 years	0	2	0	0
10 or more years	9	16	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Living Skills Lab
- Ü Computer Lab
- Ü Family Resource and Wellness Center
- Ü Library with Internet Access

Extracurricular Activities

- Ü Student Council
- Ü Wright Flight
- Ü Safety Patrol

Social Services

- Ü Academic Counseling
- Ü Part-Time Counselor
- Ü LINKS Federal Grant
- Ü Full-Time School Psychologist
- Ü Full-Time Family Liaison
- Ü Tucson Parks/Recreation-KIDCO
- Ü Family Resource and Wellness Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our bilingual and SEI fourth/fifth grade classes completed the Wright Flight curriculum and participated in the flight simulation culminating activity which relate to reading, math and test-taking goals.
- ü Several classes produced and performed a series of musical numbers in our Hummingbird Habitat. Through this process, students became familiar with the life cycle of the flora/fauna of the habitat integrating literacy, science, and fine arts goals.
- ü Third grade classes participated in the Math Achievement Club through the Rodel Foundation. Math scores improved significantly on the AIMS.
- ü The school received a grant to participate in the State's Response to Intervention pilot.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Campus monitors equipped with two-way radios. Fire drill/lock-down procedures in place. RN/LPN on campus daily. Emergency response plan revised/implemented. Student handbook in development. Positive Behavior Support being implemented. Second Step violence prevention curriculum implemented. Think Time strategy implemented.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

26

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Terri Loveless	(520) 584-6738
Transportation Policy	Bill Ball	(520) 225-4801
Community Resources	Lori Parker	(520) 584-6740
School Nutrition Programs	Pamela Palmo	(520) 225-4720
Parent Organization		(520) -
Student Health/Nurse	Sonia Reeder	(520) 584-6717

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.